



e-Newsletter

Second Edition
November 2006

ANCHOR

Bio-Break

**The
Biometer**

**Fields of
Knowledge**

**Science
Scoop**

**The
Spectrum**

IT'S TIME TO VOTE!

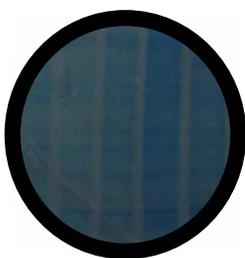
**Thank you very much to those who contributed to our
"Name the e-Newsletter Contest"!**

Now, it's up to you, esteemed readers!

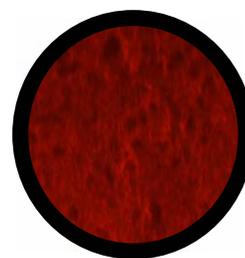
Listed above (in alphabetical order, of course)

are the suggested e-newsletter names that we have received.

More details on these entries and how to vote can be found on page 3.



What's
your objective?
Enter our imaging
contest and win
big!
Details on page
2.



What's inside...

Imaging Contest Details

*"Name our e-Newsletter"
Contest Details*

*Top 10 Pieces of Advice for
Graduate Students*

PhD Comic

Mentor Program Information

Members' Perspectives

2006 CAANCB Award Winners

Science Skinny

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WANTED!

Graduate student department reps.
Contact us for more details
CAANCBGS@gmail.com

ENTER OUR IMAGING CONTEST!!!

You could win a Sony™ Digital Camera (featuring a Zeiss lens), courtesy of Zeiss. (Those folks →)

<http://www.zeiss.ca>

See below for contest details.



Imaging Contest Rules

All images submitted must be original, unpublished images. Images can be captured with a microscope, MRI, etc.

The means of capturing the image is up to the entrant.

Information regarding the equipment used and a description of the image must accompany the submission.

Contest is open to any member of CAANCB.

Email images (as a TIFF document [please use an LWZ compression file] to CAANCBGS@gmail.com.

Entry date is by 5pm on the 25th of each month.

There will be one first place winner per quarter. Other honourable mention will be given to second, third, and fourth place images. A grand prize winner will be selected from the four first place winners at the end of the contest year.

Each winner will have their image on the cover of the e-newsletter.

Entries will be judged by our qualified judges who will be blind to the origin of the entry.

Judging based on technical difficulty of acquiring the image, aesthetic of the image, uniqueness of the image.

All decisions are final.

Winners will be notified by email and their names will be announced in the e-newsletter.

What would you like to see in the next e-newsletter?

Want to become a CAANCB member?

Want to contribute? Check your award eligibility?

Please check out [HTTP://CAANCBGS.GOOGLEPAGES.COM](http://CAANCBGS.GOOGLEPAGES.COM) for more info!

Here are the original entries for the "Name Our e-Newsletter Contest"

What would you like your e-newsletter to be called?

Please send your vote (please specify which name you prefer in your email) to CAANCBGS@gmail.com by **December 15th**!

Remember, the winner receives a \$50 gift certificate for HMV and the rest of us get a name for our e-newsletter! Tune into the December e-Newsletter edition to find out, well, what it's called!

ANCHOR

A for Anatomists

N for Neurobiologists

C for Cell Biologists

H for harmony and integration of all the different members brought from different disciplines together on a common platform to share and exchange their collective knowledge

O for Organization of hope, sharing, knowledge and participation as the newsletter will highlight a lot of organizational information and activities

R for Research and recreation as the newsletter will not only provide science and research information but also is a source of general information and pleasure reading and hence a source of recreation too.

**NAME
OUR
ENEWS-
LETTER!**

BIO-BREAK

THE CAANCB / ACANBC MONTHLY NEWSLETTER

ISSUE 2



NOV 06

The Biometer

Fields of Knowledge

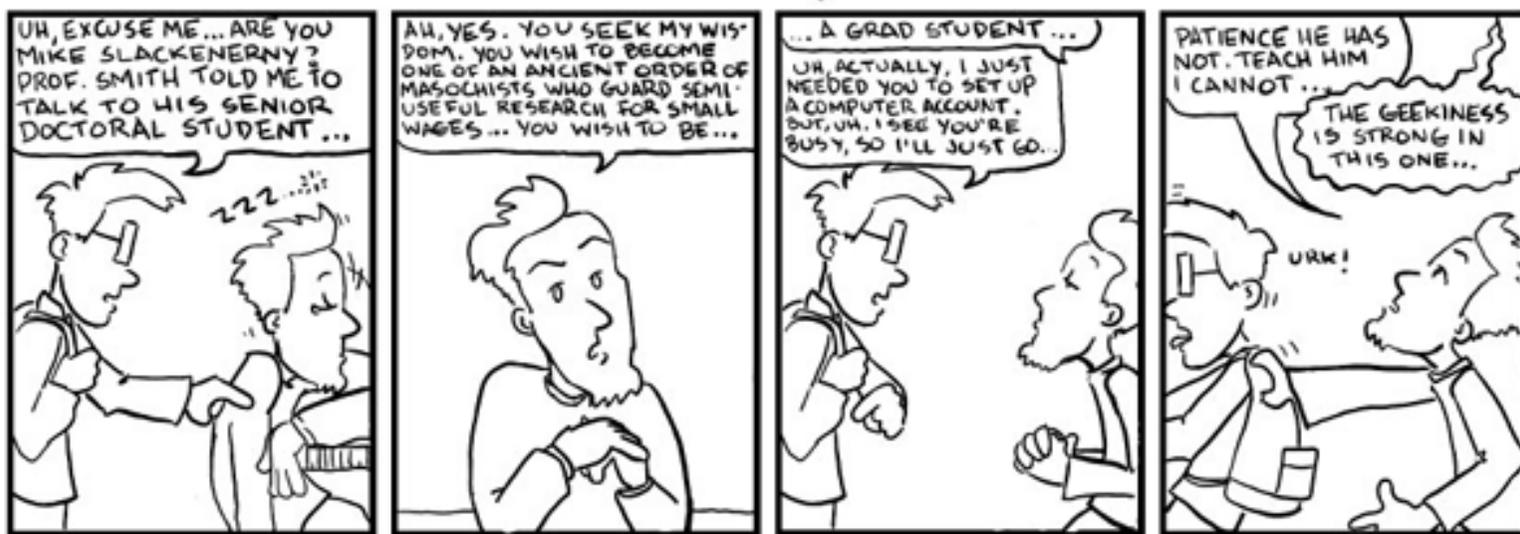
Science Scoop

The Spectrum

Top 10 Pieces of Advice for Graduate Students

Written by Dr. Troy Harkness, Associate Professor in the Department of Anatomy and Cell Biology at the University of Saskatchewan

1. Always ask questions and seek help when required from your supervisor, lab mates, committee members and colleagues.
2. Do not underestimate your own value and abilities.
3. Pay attention to financial and academic deadlines.
4. Do not put off writing reports till the last minute.
5. Always pay attention to details in written reports, experiments and presentations.
6. Keep up with your reading - don't wait until writing a thesis to read the literature.
7. Don't always trust that your supervisor knows what is going on – he or she can be quite busy too.
8. Take ownership of your project early on and be aware of the "big picture" - work towards "packages of publishable units".
9. Utilize (and be aware of) available resources within your department (e.g. reagents, techniques, knowledge, etc.).
10. Know when to dump an impossible project and move on.



JORGE CHAM ©THE STANFORD DAILY

<http://www.phdcomics.com>

CAANCB MENTORSHIP PROGRAM

Have questions but don't know who to ask? Want to get advice from someone at a different institution? Want to offer your wisdom to others? Want to prevent someone from making the same mistakes as you did? The CAANCB Mentorship Program is for you!

It only takes a few minutes to answer a few questions but to the person asking it may be worth a lifetime. Interested students will be paired up with a mentor who will be able to answer their questions and offer advice on problems the student may encounter. You will be paired with someone with similar career goals and background.

Expectations of Mentors:

- * Respond to the top 5 questions listed in the student's profile to initiate conversation
- * Maintain communication via email, phone, meeting at common conferences, or any other communication as seen fit to provide advice to their student

Expectations of both Students and Mentors:

- * Notify the CAANCB-GS Mentorship Committee if communication is broken or any other problem occurs
- Interested? Fill out a form at the website below and send it to the CAANCB-GS Mentorship Committee.

<http://caancbgs.googlepages.com>

The Journey

By Jeff Leiter,

PhD Candidate, Department of Human
Anatomy and Cell Science,
University of Manitoba

I would like to begin by stating it is an honour and a privilege to contribute to the second edition of the CAANCB e-newsletter. It will be difficult to follow-up on Heather's enlightening description of life as a graduate student but I will do my best. I have always been a big "quote-guy" and I think it probably has something to do with my background as a hockey player, but none-the-less I often search for strength, motivation and inspiration through quotes. When I sat down to write about my perspective as a graduate student I couldn't help but think of a quote that enters my mind on a daily basis; "graduate studies is about the journey and not the destination". If you enter into a graduate study program for the sole purpose of earning additional letters behind your name, you will quickly realize the journey is not for you. The amount of time, dedication, knowledge, emotion and sacrifice that goes into a graduate program can only be appreciated by those who have, or are going to obtain a Master's or PhD degree. That being said, as I look back at my Master's degree and how far I have come in my PhD, I am overwhelmed by everything I have learned and experienced. I have not yet completed my PhD but I have gained so much knowledge and experience in terms of presentations, course work, experiments, teaching and academia as whole, it quickly comes to light that the journey is the most rewarding aspect of a degree.

Well, this is the third time I have attempted to write this paragraph and have come to realize maybe writing with references is easier after all! My first two attempts discussed the similarities between the trials and tribulations of semi-professional hockey and graduate school to the significance of the acknowledgements section in a thesis. As I reviewed the previous two drafts I noticed a common thread between the two; "perspective". When this word popped into my head I had to chuckle because I was asked to provide a member's perspective column for the e-newsletter and it took me two weeks to figure out I would write on "perspective". But this is perspective of a different sort, the perspective, or outlook on life that is key to coping with the

inadequacies associated with being a graduate student.

As a graduate student inadequacies can take many different forms including financial, emotional, professional and academic. Not a day goes without passing someone in the hallway and having to answer the question "so what do you do as a graduate student"? Then, you insert your card into the bank machine and realize there is another source of inadequacy in your life. You return from the bank machine to begin a presentation which you think goes well until you ask if anyone has questions. As a graduate student you are constantly surrounded by some of the most experienced and intelligent people in the world and, day in and day out, you are trying to prove you belong. Many days you feel you don't belong and the odd day when you do, doesn't last long enough. I have been fortunate in my life to always be reminded of "perspective" at times when I was feeling pretty down. What it really comes down to is this "if the worst part of my day is a presentation or an exam that went poorly, I am still pretty damn lucky". As a graduate student you have to constantly remind yourself that you are embarking on this endeavour to make yourself better and those around you have the same intentions.

In short, enjoy the experience and take the time to step back and put things in perspective because we are very blessed to have this opportunity.

Life As a Practitioner of Science

By Dr. Judy Anderson

Professor, Department of Human Anatomy
& Cell Science, University of Manitoba

Which glasses today?

Life as a practitioner of science in Human Anatomy is rewarding: there's a full spectrum of teaching and research opportunities to be enjoyed! From 'classical' anatomy courses to a range of methodology and research-interest courses, cell biology, molecular biology and ultrastructure shine and integrate across the systems to benefit students and research programs. The need to 'find the phenotype' challenges us to know a lot!

Also highly rewarding is the capacity to bring students of non-biology disciplines like engineering, physics and anthropology into the biomedical domain. Teaching by developing first principles or concepts of the structure-function relationship and the organizational hierarchy from organelles and cells, to tissues, organs, systems and the organism, strengthens and bridges overlapping disciplines. To us a social-science term, the social capital of learning cross- and inter-disciplinary concepts exposes and enriches new niches of inquiry – essentially by viewing the pedagogy of anatomy through different ‘glasses’— it’s quite an adventure! Imaging through assays of function, especially on a cell-by-cell basis – can truly display the structure-function relationship in one powerful glance! Such collaborations are so energizing, and the images so lovely!

Early in graduate studies, I saw my professors had apparently divergent interests—split between teaching and research. As a post-doc, and as a new member of faculty, I also felt divergent pulls within the professional “practice” of an Anatomist. This disturbed me for some time, especially as Anatomy is a proud and deeply valued profession! My career epiphany came when I felt that tension dissipate when I was fully engaged in science mixed with education and yes, administration, too. The roles could build complementary strengths far beyond the confines of a department. Since then, far-reaching interests and input from many people and countries have consistently challenged and educated my imagination.

From the outset, I saw role models of successful anatomists and scientist-educators, people who were also leaders in academic administration, often outside departments of Anatomy or Cell Biology. From my first presentation at a CFBS meeting in Saskatoon (1984), my interests in science and education led me to be involved: first in programming CFBS meetings and organizing symposia and then to become President of CFBS (1996-1998). A few colleagues and I organized a new international meeting in my research field, muscle satellite stem cell biology, and that has had its own reward, now as a biannual meeting. I’ve learned that the best way to benefit from a conference is to pitch in and help organize it so you can learn something. Then the energy of other people’s knowledge, expertise, and discoveries is directed to a topic of your interest. And the benefits are exposure to ideas, interactions with others, and

often the gem of new, highly fruitful collaborations or the essence of a new grant application! Meeting people and listening is a learning opportunity, always, as are the rich exchanges with enthusiastic students. So, look past your immediate environment, and think about the whole world as a laboratory where you are a catalyst – it’s an intriguing alternate perspective!

Science and education are ‘tickets’ to a wonderful career, just as family and other pursuits (chasing solar eclipses, for me) make life so fascinating. Anatomy is one ‘cloak’ under which we can make magic, by learning and wondering. And that tension of dual or triple roles? That is life! Learning alongside students is a most lovely aspect of life, as we all seek the “Eureka!” moments, chasing from one hypothesis to the next. So my wish for us all is for a long life with many challenging hypotheses to enliven our learning.

Judy Anderson (PhD 1985, University of Manitoba).

Congratulations to the 2006

CAANCB Award Winners:

J.C.B. Grant:

Dr. Wayne Vogl - Department of Cellular & Physiological Sciences University of British Columbia

Murray L. Barr:

Dr. William Baldrige - Department of Anatomy & Neurobiology Dalhousie University

Arthur W. Ham:

Dr. Andrew T.E. Hartwick - Department of Anatomy & Neurobiology Dalhousie University

Travel Awards:

Mr. Craig Hillier - Department of Oral Biology University of Manitoba

Mr. Jeff Leiter - Dept. of Human Anatomy & Cell Science University of Manitoba

C.P. Leblond Award Student

Presentations :

Sarah Rigley MacDonald – Department of Anatomy and Cell Biology, University of Saskatchewan

Mohammed Allouh - Department of Anatomy & Cell Biology, University of Saskatchewan

Science Skinny

Heather E. Angka, CAANCB News Reporter

Department of Anatomy and Neurobiology, Dalhousie University

→ International Education Week 2006

During the week of November 13th to the 17th, Canada, along with 85 other countries, participated in International Education Week (IEW). This was the third IEW held in Canada. According to the "International Education Week Canada" website, this occasion is valuable in demonstrating the importance of international education and serves to support Canada's efforts to participate effectively on the international stage. The events themselves served to help collectively strengthen the understanding of International Education and its importance. Included in these activities were musical performances by groups and bands from other countries, lectures by invited speakers from abroad, workshops to discuss national and international issues, exhibits and photos taken by students and staff during studies abroad, food festivals, showings of international films, war remembrance ceremonies, and conferences.

It is an excellent time for us all to be reminded that we all share this tiny thriving planet of ours and thus help us to realize we can all benefit from such multi-dimensional exchanges.

Keep an eye open for International Education Week 2007; it is possible for anyone to plan and schedule events to take place prior to, during, or immediately after the week of events. If you have an idea to raise international education awareness you might want to consider holding it during this time.

See www.iew-sei.ca , www.cmec.ca , and http://www.ucc.ca/publications/media/2006/11_13_e.html for more details.

→ Marine Crisis

On November 3, 2006, Boris Worm and colleagues released information from a study, published in Science (314(5800):787-90) that likely sent chills up the spines of people around the world. This well-publicized release indicates that marine ecosystems are experiencing accelerated losses of populations and species due to human exploitation and (what can only be described as) abuse. We are already seeing the consequences of these losses with decreases in the number of viable fisheries, impaired supply of nursery habitats, and decreased water quality (along with increasing occurrence of harmful algal blooms, fish kills, beach closures, and oxygen depletion) due to losses of filtering and detoxification services provided by suspension feeders. Additionally, and in plain view for the world to see, is the increased occurrence of coastal flooding events. The authors indicate that the available data suggest that, at this point, these trends are still reversible only if adequate action is taken. For a PDF of the article see: http://myweb.dal.ca/bworm/Worm_etal_2006Science.pdf

→ Shedding Light

A total of 164 multidisciplinary experts from 23 countries gathered in Ottawa in September to discuss how light can influence our health and wellbeing. The symposium, co-hosted by NRC and the Commission Internationale de l'Eclairage (CIE), served as a means to consider such questions as: Can sleeping in total darkness help reduce cancer risks? and Does insufficient exposure to daylight affect immune systems? This is a relatively new field and there is still much to be learned before these questions can be answered. The symposium, the second of its kind, was a huge success, with a large turnout, despite the coinciding of this event with the England airport terrorist scare. For more information see: http://www.nrc-cnrc.gc.ca/highlights/2006/0611daynight_e.html

Department Report from the University of Manitoba

I am sending greetings and news from the Department of Human Anatomy and Cell Science, Winnipeg. Time is flying and this is particularly true for new Department Heads. It is now more than two years since my family and I arrived in Winnipeg. Although the transition from Germany to here has been challenging, we have received fantastic support (this includes warm-felt encouragements at the prospect of facing my first grim -40°C outside). I vividly recall my wife, an Anatomist herself at this department (and NO, we did not meet for the first time during Surface Anatomy!), and I going through the agony of identifying the content of all the boxes when they finally had arrived and we moved into newly renovated lab space. It all seems like yesterday!

Meanwhile, what has happened in the Anatomy department? Everyone has been quite busy and the Anatomy team in Winnipeg has accomplished great things. On the teaching side, Dr. Judy Anderson was the co-applicant on a grant from Health Canada totaling almost \$750,000 to design, evaluate, plan and sustain interprofessional learning opportunities for students in medicine, nursing, dentistry/dental hygiene, pharmacy, and occupational and physical therapies. This "The Manitoba Initiative: Interprofessional Education for Collaborative Patient-Centred Practice" is designed to improve the quality of patient care and patient safety, through collaboration and interprofessional education centred on patients. At the Anatomy department, a joint effort by our Gross Anatomists resulted in the creation of a new Learning Resource Centre. This study room within the gross laboratory now allows our students to learn newly designed case studies, watch Anatomy software programs or use this room as a retreat for their anatomy studies. Just completed are the renovations of a state-of-the-art morgue facility to address the increasing demands for the various dissection programs we are currently running for the Faculties of Medicine, Dentistry, Pharmacy, and School of Medical Rehabilitation. We also house the first Neurosurgery Stereotactic Operation Suite in Winnipeg (and maybe in the Prairies). Here neurosurgeons experiment and develop new operation procedures and provide our medical students with a first-hand experience of rich practical knowledge.



**Aristotle University of Thessaloniki &
University of Manitoba
Partnership Program
(The Greek Connection)**

hly committed researchers and it has been busy has been very fortunate to attract new and distinguished cross-appointees and their students over the last two years. We have revamped the Anatomy seminars series (for one thing, coffee is free... and drinkable!) and the turnout has been great. We secured funding for a new inverted fluorescent microscope last year and have just completed negotiations for a new upright fluorescent microscope. Everyone is excited about these developments and the opportunities for collaboration this provides for all our graduate students and researchers at Anatomy.

In the fall, Prof. Elpida-Niki Emmanouil-Nikoloussi (Elpida) visited the labs of Drs. Maria Vrontakis-Lautatzis and Jim Thliveris as part of a long standing partnership program organized by Dr. Jim Thliveris between our department and the Laboratory of Histology-Embryology, Faculty of Medicine, Aristotle University in Thessaloniki, Greece. Elpida, Maria and Jim continue their successful research collaborations.

We recently also celebrated our 22nd annual Anatomy Interchange with Grand Forks, ND, which was a great success. The scientific presentations by graduate students and faculty of both Anatomy departments were excellent and inspiring. Later that day we all had great fun at Jean Paterson's garden. Jean, her husband Bob and their lovely dogs were splendid hosts for this occasion. Roberta van Aertselaer, Dr. Hugo Bergen and Dr. Ed Bruni deserve special mentioning for their great efforts in making this event a success.

We celebrated the two founders of this Annual Anatomy Interchange between Grand Forks and Winnipeg who could not decide who had started it (this dispute was later settled over a glass of red wine). This Anatomy Interchange has become an ideal platform for students of both departments to present their data and we are looking forward to next year's visit to North Dakota.

This is it in a nutshell!
Greetings from Manitoba!

Dr. Thomas Klonisch
Professor & Head
Department of Human Anatomy and Cell Science
University of Manitoba, Faculty of Medicine
Winnipeg, Manitoba, Canada

Dr. Ed Carlson
Department of Anatomy
University of North Dakota

Dr. Vid Persaud
Dept. Human Anatomy & Cell Science
University of Manitoba



HE started IT!